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RATED TEACHER EFFECTIVENESS AS RELATED TO PERCEPTION
OF PROBLEMS IN NORTHERN SCHOOLS

by

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A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

JULY, 1966

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "Rated Teacher Effectiveness as Related to Perception of Problems in Northern Schools," submitted by John Alan Bacon, in partial fulfillment of the requirements for the degree of Master of Education.



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ABSTRACT

The main purpose of this study was to determine if there is any significant relationship between the effectiveness of a northern teacher, as rated by his superiors, and the teacher's perception of the importance of problems inherent in northern teaching. All teachers in the sample were employed by the Department of Northern Affairs and National Resources in the Northwest Territories and Arctic Quebec.

The problem areas examined were cultural, environmental, motivational, and personal. Suggested problems were included in a Teacher Questionnaire. Each suggested problem was related to scores on the Teacher Effectiveness Rating Scale which was a rating of the teachers by principals and superintendents.

The data obtained from fifty teachers were transferred to IBM punch cards and an electronic computer was used to calculate means, Pearson product-moment correlation coefficients between effectiveness ratings and scores from the problem perception inventories.

The five null hypotheses assumed that no significant relationships exist between scores on the Teacher Effectiveness Rating Scale and the scores obtained on the problem perception inventories.

Chi-square tests for significance were performed in each area to determine if the perception of problems by teachers was contingent upon the teachers' rated effectiveness. The perception of problems by

teachers was found to significantly differentiate among teachers on the basis of rated effectiveness.

ACKNOWLEDGEMENTS

The writer wishes to express his appreciation for the assistance received during the preparation of this study. The guidance and assistance of Dr. D.A. MacKay is gratefully acknowledged.

Thanks are also extended to Dr. J.E. Seger and to Dr. E. Miklos for their helpful suggestions, and to the principals, superintendents, and teachers who co-operated in this study.

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CHAPTER I

DEFINITION AND DISCUSSION OF THE PROBLEM

The only education available to Canada's Eskimos and Indians of the far north until a little over a decade ago was that contributed by the clergy, missionaries, mining and oil companies, and a few trappers and traders. During the middle 1950's the Department of Northern Affairs and National Resources was charged by the Federal Government to take over the responsibility for the education of these northern citizens.

The successful operation of the northern schools largely depends upon the teachers who staff them. The question of whether, or not, the perception of problems inherent in northern teaching is related to teacher effectiveness has not been experimentally determined. This study proposed to explore the question.

I. THE PROBLEM

Statement of the Problem

The problem was to discover if there is a relationship between the effectiveness of a teacher in a northern community and his perception of problems that may arise from the community. The problem areas studied were cultural, environmental, motivational, and personal. It was believed that northern teachers may be affected by their surroundings in an adverse manner. The teacher's perception of the problems may be one measure of the effect the problems have upon him.

Importance of the Study

Teachers for northern postings are selected from applicants having "at least two years' successful teaching experience" and a satisfactory report from previous inspectors in the south. However, the occasional teacher may not continue to be successful in a northern environment. He may find northern life too demanding, and prove to be a less-effective teacher than the selection board anticipated. The expense involved in placing a teacher in a northern settlement, and the damaging effect on the pupils that an unsatisfactory teacher may have, are only two of the many considerations that are of concern to the Northern Administration Branch.

It is possible that the teacher's perception of problems in the northern settlement may have an influence upon his effectiveness as a teacher.

II. DEFINITIONS OF TERMS

Perception

In this study, perception is taken to mean the degree of importance attached by a teacher to a situation, a problem, or an aspect of his environment. The problem perception inventory in the Teacher Questionnaire was used as the means of gauging such attached importance.

Effectiveness

Effectiveness is the degree to which a teacher is judged for excellence as a teacher by his superintendent and/or principal. The Teacher Effectiveness Rating Scale was used to measure this degree of effectiveness.

Cultural Problems

The problems mentioned in the problem perception inventory are in four categories, one of which is referred to as "cultural problems." In this study, cultural problems are those problems that may arise when one civilization is in close contact with another civilization, that is, a "white culture" and an "Eskimo culture." The term "intercultural problems" may be used synonymously. The cultural problem perception inventory in the Teacher Questionnaire was used to determine teachers' perception of these problems.

Environmental Problems

This was the second category in the problem perception inventory and included those problems of a social and physical nature that may affect a teacher. The environmental problem perception inventory in the Teacher Questionnaire was used to determine the teachers' perception of these problems.

Motivational Problems

These problems constitute the third category in the problem perception inventory and were those problems that may confront a teacher in his efforts to encourage Eskimo pupils to gain an education comparable to that of other Canadian children. These problems are peculiar to northern education, as the Eskimo society may offer little incentive to education, since employment opportunities which require schooling are very few. The motivational problem perception inventory in the Teacher Questionnaire was used to determine the teachers' perception of these problems.

Personal Problems

This is the fourth category in the problem perception inventory. In this study, personal problems are those problems that concern the individual teacher in his social dealings with the clergy, administration, other teachers, and friends. Also included in this category are those problems, which because of their nature, could not be otherwise classified. The personal problem perception inventory in the Teacher Questionnaire was used to determine the teachers' perception of these problems.

III. ASSUMPTIONS

It was assumed that a teacher in the north may have encountered problems. It was further assumed that these problems may have had an effect upon the competence of the teacher.

It was assumed that the degree of importance attached by a teacher to a problem was measurable for this study.

It was assumed that the instruments used possessed a degree of validity and reliability suitable for this study.

It was assumed that the sample of northern teachers adequately represented the whole population of northern teachers.

IV. DELIMITATIONS

The study was restricted to teachers in the Northwest Territories and Arctic Quebec, in schools operated by the Department of Northern Affairs and National Resources.

The study was restricted to schools with a predominantly Eskimo enrollment.

V. LIMITATIONS

A limitation of this study was that the measure of teacher effectiveness used was a subjective rating by principals and superintendents.

The study was limited in that the problem areas examined were only representative of all problems that may have affected a northern community teacher.

VI. HYPOTHESES

Hypothesis One

Teacher effectiveness, as scored on the Teacher Effectiveness Rating Scale, is related to the teachers' perception of each item on the problem perception inventory in the Teacher Questionnaire.

Ho: The perception of problems, as indicated by the teachers on each item of the problem perception inventory in the Teacher Questionnaire, is not contingent upon teacher scores on the Teacher Effectiveness Rating Scale.

Hypothesis Two

Teacher effectiveness, as scored on the Teacher Effectiveness Rating Scale, is related to the teachers' perception of cultural problems as indicated on the cultural problem perception inventory in the Teacher Questionnaire.

Ho: The perception of cultural problems, as indicated by teachers on the cultural problem perception inventory in the Teacher Questionnaire, is not contingent upon scores on the Teacher Effectiveness Rating Scale.

Hypothesis Three

Teacher effectiveness, as scored on the Teacher Effectiveness Rating Scale, is related to the teachers' perception of environmental

problems as indicated on the environmental problem perception inventory in the Teacher Questionnaire.

Ho: The perception of environmental problems, as indicated by teachers on the environmental problem perception inventory in the Teacher Questionnaire, is not contingent upon scores on the Teacher Effectiveness Rating Scale.

Hypothesis Four

Teacher effectiveness, as scored on the Teacher Effectiveness Rating Scale, is related to the teachers' perception of motivational problems as indicated on the motivational problem perception inventory in the Teacher Questionnaire.

Ho: The perception of motivational problems, as indicated by teachers on the motivational problem perception inventory in the Teacher Questionnaire, is not contingent upon scores on the Teacher Effectiveness Rating Scale.

Hypothesis Five

Teacher effectiveness, as scored on the Teacher Effectiveness Rating Scale, is related to the teachers' perception of personal problems as indicated on the personal problem perception inventory in the Teacher Questionnaire.

Ho: The perception of personal problems, as indicated by teachers on the personal problem perception inventory in the Teacher Questionnaire, is not contingent upon scores on the Teacher Effectiveness Rating Scale.

tionnaire, is not contingent upon scores on the Teacher Effectiveness Rating Scale.

A discussion of measurements and scoring is contained in Chapter IV under Procedure.

VII. ORGANIZATION OF THE THESIS

Chapter I contained the introduction to the problem, and an indication of the reason for the study. Chapter II consists of a review of literature related to the rating of teacher effectiveness and a discussion of some limitations of current methods. Chapter III contains a selection of writings on perception which leads into a theoretical framework for this study. The procedure used in this study is reported in Chapter IV and the sample, the methodology, and the instrumentation are discussed. Chapter V consists of the analysis of the data and the testing of the hypotheses. The final chapter includes a summary, conclusions, and further implications.

CHAPTER II

A REVIEW OF LITERATURE RELATED TO TEACHER RATING

A great deal has been written on the subject of teacher evaluation and teacher effectiveness during the past fifty years. Most of this literature has been the result of studies carried out in large school systems in the more densely populated areas of Canada and the United States of America. A variety of methods for measuring teacher effectiveness have been designed, some of which are described in this chapter.

The methods for deriving criteria of teacher effectiveness tend to fall into three general categories. They are: teacher effectiveness as rated by pupil achievement; teacher effectiveness as judged by pupils, peers, and superiors; and teacher effectiveness as manifested by situational teacher behavior. These three main categories are often used in combination.

This chapter contains a discussion of each of these methods, the system used at present for the selection of teachers for northern postings, and some of the limitations that may be found in each method.

I. PUPIL ACHIEVEMENT AS A CRITERION OF TEACHER EFFECTIVENESS

The measurement of teacher effectiveness using pupil achievement as the criterion was employed by Barr. Barr used a system by which he translated pupil achievement, using the start of the school year as a base, into gain scores. He then compared these so-called gain scores with

predicted pupil-achievement scores which were based on standardized intelligence tests. Barr maintained that the similarity between the pupils' gain scores and the pupils' predicted scores was a measure of the teacher's effectiveness.¹

A technique was devised by Cubberley which related the potential of the pupil to his accomplishment. The effectiveness of the teacher was regarded as the teacher's ability to motivate the pupil so that he accomplished his potential. Cubberley used the ratio between the pupil's mental and chronological ages as the "intelligence quotient;" the ratio between chronological age and age score (as measured by a series of age-grade level tests) as the pupil's "educational quotient;" and the ratio between mental age and age score as the "accomplishment quotient." According to Cubberley, the pupil's intelligence quotient, his educational quotient, and his age score could be measured numerically. A teacher's effectiveness could be determined by his ability to bring the pupil's accomplishment quotient up to his intelligence and educational quotients. Cubberley represented the variables as follows:

$$\frac{MA}{CA} = IQ; \quad \frac{CA}{AS} = EQ; \quad \frac{MA}{AS} = AQ. \quad ^2$$

¹A.S.Barr, et al, The Measurement of Teaching Ability, (Madison, Wisconsin: Dembar Publications, 1945), pp. 1-35.

²E.Cubberley, The Principal and His School, (Cambridge, Mass.: Houghton-Mifflin, 1923), pp. 485-512.

It was suggested by Lancelot that "permanent outcomes" of students was a valid method of measuring teacher effectiveness. Lancelot maintained that the drive exhibited by a student to attain high marks and continue his interest in a course even after changing teachers was due to the effectiveness of the original teacher. Lancelot's project used scores in mathematics tests as the criterion measure for the study. Lancelot concluded that it was impossible to follow most of the students in their careers for a sufficiently long time to give valid results. The persistence of the students over a nine-year period was considered the direct result of the effectiveness of the original teacher.³

There are many methods of teacher evaluation by an objective analysis of pupil achievement. Other writers tend toward less objective methods of teacher evaluation and appear unconvinced that pupil achievement is the epitome of teacher rating methods. Domas put his feelings very plainly and perhaps expressed the feelings of others when he deplored the tendency to be strictly objective:

Objectivity seems to be a shrine at which many worship with a fanatical zeal. Many fail to realize that any evaluation of human behavior, must, in the last analysis, depend upon subjective judgment. It can only be hoped that the subjective judgments⁴ are made by the persons best qualified to make them.

³W.H.Lancelot, et al, The Measurement of Teaching Efficiency, (New York: MacMillan, 1935), pp. 35-53.

⁴S.Domas, Report of an Exploratory Study of Teacher Competence, (Cambridge, Mass.: New England School Council, 1950), p. 56.

The next section is an examination of some of the subjective methods that have been used for teacher evaluation.

II. RATINGS OF TEACHER EFFECTIVENESS BY PUPILS, PEERS, AND SUPERIORS

Teacher ratings by pupils, peers, and superiors have been used by many researchers as a means of measuring teacher effectiveness. The general areas of personality, drive, intelligence, knowledge, helpfulness, and social responsibility were combined by the evaluator into a global rating. Checklists were sometimes used to give the evaluators the same areas in which to judge. However, the general assessments were usually a subjective evaluation of the teacher since the rater's perception of the teacher was in part a reflection of his expectations of that teacher.

A system developed by Boardman gave the teacher's effectiveness as an average of the assessments of the teacher by students, fellow-teachers, and supervisors. He concluded that his method gave a true picture of the teacher's effectiveness.⁵

Boyce devised a 45-item checklist to derive a general impression evaluation of a teacher by students, peers, and supervisors. The evaluators were asked to rate the teacher on his personality, social

⁵C.Boardman, Professional Tests as Measures of Teaching Efficiency in High Schools, (New York; Columbia University Press, 1928), p. 24.

and professional equipment, school management, teaching techniques, and class results. Boyce recommended evaluation three times each year and that cumulative records be kept so that the teacher would be encouraged to improve.⁶

It should be noted that, although Cubberley, Boardman, and Boyce, are somewhat outdated by the passage of time and the development of more refined methods, they may have made a valuable contribution to the field of teacher rating.

Odenweller claimed that principals, supervisors, and superintendents could be considered to be experts in education, and as such could make reliable predictions on the effectiveness of a teacher. He believed that these professional educators possessed "personal criteria," based on experience, that enabled them to be successful in subjective evaluation.⁷ Similarly, it was maintained by Sandiford that the most reliable predictor of the future effectiveness of a student-teacher was the opinion of that student-teacher held by his co-operating teacher. He believed that the co-operating teacher is in a position to observe the student-teacher's classroom manner, his relationships with

⁶A.Boyce, Methods for Measuring Teaching Efficiency, Fourteenth Yearbook of the National Society for the Study of Education, (Chicago: Public School Publishing Company, 1915), p. 57.

⁷A.L.Odenweller, Predicting the Quality of Teaching, (New York: Columbia University Press, 1936), p. 111.

the pupils, and his teaching ability.⁸

It may be suggested on the basis of the foregoing that teacher rating by superiors may have faults due to extreme subjectivity. However, it is still widely used as the only method by which superintendents and inspectors believe they are rating teachers fairly.

III. OBSERVABLE BEHAVIOR AS A MEASURE OF TEACHER EFFECTIVENESS

The observable behavior technique of measuring teacher effectiveness may be defined as an objective method of gathering items describing the behavior of a teacher, but the interpretation of the data gathered may be quite subjective. A study by Jayne, which attempted to relate teacher classroom behavior with pupil gain in achievement, resulted in the conclusion that there was no significant relationship between teacher behavior and pupil achievement.⁹

One thousand reports were collected by Domas, from professional educators, on observed incidents of effective, or ineffective, behavior of teachers. He mentioned that some of the incidents were obviously effective, and that some incidents were obviously ineffective. For

⁸P.Sandiford, et al, Forecasting Teaching Ability, Department of Educational Research, Bulletin No. 8, (Toronto: Ontario Department of Education, 1937).

⁹J.Jayne, in A.S.Barr et al, op.cit., pp. 61-75.

instance, as an example of effective behavior, he used "Teacher praised pupil for good work;" and as an example of ineffective behavior, he used "Teacher shouted and was rude to Principal in front of class." Domas reduced the thousand reports to thirteen types, at the expense of specificity. He stated that his method was valid, but that the incident gathering may be exhausting and become a subjective evaluation of what may be considered effective, or ineffective, and thus lose much of the objectivity of the method.¹⁰

The Competency Pattern was designed by Graff and Street in an effort to translate abstract teacher characteristics into definite teacher behavior patterns. The researchers thought that a teacher could be judged for effectiveness in his apparent purpose to be achieved, his theory of education, and his effective performance. They also considered that these areas could be interpreted from his classroom behavior. Graff and Street defined teacher quality as a desirable attribute in job performance, such as, enthusiasm, industry, originality, co-operation, and scholarship. They defined competence as a combination of knowledge, skill, attitudes, and understanding. The qualities and competencies of the teacher were combined to give the pattern of competency of that teacher. This method of teacher evaluation is very subjective in the scoring of the teacher. However, Graff and Street contend that their Competency Pattern may be used by groups for group-evaluation, or by

¹⁰Domas, op. cit., pp. 58-72.

individuals for self-evaluation.¹¹

McBeath used the Leader Behavior Description Questionnaire for teachers to rate themselves, for rating by other teachers, and for rating by pupils, principals, and superintendents, on the leadership behavior of the teacher. The ratings by each group were compared with the ratings by all other groups. McBeath concluded that it was rather significant that the results of this study showed that, whereas all groups agreed to a considerable extent on the rating of a teacher, that teacher was apparently unable to rate himself on leadership.¹²

A system of measuring teacher effectiveness from observable behavior was designed by Nelson which categorized behavior under sixty-three specific headings. Effectiveness of the teacher was rated on the frequency of certain behaviors as mentioned by pupils, principals, and observers from teacher-training institutions. It was suggested that the part scales of this instrument may be possibly used by teacher-training institutions to identify and assess weaknesses in its trainees in disciplinary control, in teacher-pupil relationships, and in instructional excellence.¹³

¹¹Graff and Street, Improving Competence in Educational Administration, (New York: Harper, 1956), pp. 63-74.

¹²A.G.McBeath, "Teacher Leader Behavior and its Relation to Teacher Effectiveness," (unpublished Master's thesis, University of Alberta, Edmonton, 1959).

¹³K.G.Nelson et al, Measures of Teaching Effectiveness, (Albany, New York: University of the State of New York, 1956), pp. 15-29.

Harvey, in discussing teacher behaviour in the classroom as a measure of teacher effectiveness, and in defending his own measure of teacher effectiveness by observable classroom behavior, adds a sobering voice by concluding that most of the studies relating teacher behaviour to effectiveness do not measure the same thing.¹⁴

Harvey used Ryans' scale because "it goes a long way toward bridging the gap between check-list ratings and observational techniques" (*Ibid.* p. 60). Harvey mentioned Medley and Mitzel as critical of his use of Ryans' technique. He defended Ryans on the basis of his "elaborate safeguards," (presumably the extensive glossary), which overcame the potential weakness of rater differences.

A recent book edited by Biddle and Ellena contains the statement that although thousands of studies have been conducted, there are:

...few, if any, facts...established concerning teacher effectiveness, no approved method of measuring competence has been accepted, and no methods of promoting teacher adequacy have been widely adopted.¹⁵

IV. TEACHER SELECTION FOR NORTHERN POSTINGS

Teachers selected for northern schools have been recommended by their southern superintendents as having had at least two years of

¹⁴R. Harvey, "School Organizational Climate and Teacher Classroom Behaviour" (unpublished Doctoral thesis, University of Alberta, Edmonton, 1965), p. 57.

¹⁵B.J. Biddle and W.J. Ellena, (eds.), Contemporary Research on Teacher Effectiveness, (New York: Holt, Rinehart, and Winston, 1964), p. 2.

satisfactory teaching experience. They have been inspected by their superintendents. This rating is an overall, subjective rating of the teacher's ability. The Northern Selection Board considers it as an expert's opinion of that teacher in a particular setting and at a particular time. For example, W.Devitt, W.Booth, and L.Gue are three of the superintendents with experience in selecting northern teachers. In conjunction with the teacher's southern rating they require information on qualifications, experience with other cultures, and the teacher's reasons for wishing to go north.¹⁶ W.Knill, in a search for reasons given by teachers wishing to go north, found that the greatest number replied that it was because of a "spirit of adventure." Other reasons included those, either stated, or implied, towards a missionary-like tendency, such as "a wish to help under-privileged people."¹⁷ Reasons such as these are acceptable to the selection board since they state that northern living requires adventurers with a degree of altruism.

Effectiveness in a classroom in the south may not be sufficient for a teacher to be effective in the north. There may be other factors that affect the northern teacher's success.

An interesting study was made by Smith for the Peace Corps to determine the morale of first year teachers in Ghana. It was concluded

¹⁶W.Devitt, W.Booth, and L.Gue (personal interviews).

¹⁷W.Knill, "Provincial Education in Northern Saskatchewan" (survey for the University of Saskatchewan, 1963), p. 86.

that there was not a significant relationship between teacher morale and effective teaching. The criteria used were teacher self-assessed morale on a twelve-item questionnaire and pupil achievement measured by standardized tests. There may, or may not, be a point of comparison between Ghana and the Canadian north, but Smith concludes that in relative isolation other factors may affect a teacher's effectiveness, such as ingenuity, initiative, and a sense of humor. Smith's criterion of self-assessed morale may be questioned, as well as the use of standardized tests (standardized in the U.S.A.) on Ghanaian pupils.¹⁸

V. LIMITATIONS OF TEACHER EFFECTIVENESS RATING SCHEMES

An objective test, such as can measure success in Spelling or Arithmetic, has not yet been developed to measure a concept as tenuous as teacher effectiveness.

The use of pupil achievement measures to rate teacher effectiveness has not been always found completely satisfactory. It was concluded by Nelson that the intelligence, training, and experience of the teacher do not necessarily determine the level of pupil achievement. He discovered that sometimes a student teacher can produce better pupil achievement than can a highly-trained and highly-experienced teacher.¹⁹

¹⁸M.B.Smith et al, "A Study of Morale Among Peace Corps Teachers in Ghana," Journal of Social Issues, XIX, No. 3, July, 1963.

¹⁹Nelson, op. cit., p. 47

Ratings of teacher effectiveness by pupils, peers, and superiors may be subjective ratings by those not in a position to, and not qualified to, rate a teacher. Pupils and peers may be inclined to rate a teacher on factors which may have little actual bearing on the effectiveness of the teacher as an educator. Superiors, if considered to be competent and professional administrators, may be considered reliable judges of teacher effectiveness.

The rating of teacher effectiveness by observable behavior may presuppose that certain behaviors are acceptable to all raters. It is possible that acceptable behavior to one individual may be a reflection of his expectations of the teacher and as such may not be shared by others.

At the present time, the only method used for rating northern teachers for effectiveness is the subjective ratings by superintendents and principals. This study used the teacher effectiveness ratings of superintendents and principals and made an effort to relate effectiveness to the teacher's perception of problems.

VI. SUMMARY

In this chapter various methods of rating teacher effectiveness have been discussed. The rating of northern teachers may not be feasible in southern terms.

Teacher ratings by measures of pupil achievement may be considered unreasonable since achievement by Eskimo pupils should not be compared with

southern pupil achievement. Environmental, cultural, and language differences all may have an effect upon the pupil's achievement.

The observable behavior method of rating teacher effectiveness may not be used confidently in northern schools since the behavior of a teacher rated as satisfactory in the south may have a disturbing effect in a northern classroom.

It was considered, in this study, that the only fair and reasonable method for rating teacher effectiveness was the subjective ratings by superintendents and principals. The superintendents and principals have had experience in life in the north and with the problems that may affect a teacher. They were believed to be the individuals most able to give a teacher rating based upon their knowledge of northern living and teaching requirements.

CHAPTER III

A REVIEW OF LITERATURE RELATED TO PERCEPTION

Modern psychology of perception is concerned with sensation, conation, and cognition. Sensation includes the five senses of taste, touch, smell, hearing, and vision. Conation includes the feelings in an individual of desire or repulsion. Cognition includes the manner in which an individual consciously interprets a situation. This study is primarily concerned with the cognitive aspects of perception. An individual's perception of the problems inherent in a situation may affect his behavior and his effectiveness in that situation. This chapter consists of a selection of some of the findings of perceptual psychologists.

In his discussion of what he termed "the fully-functioning Self," Kelley states that:

Perception is selective. We do not see everything in our surroundings. We choose that which the self feeds upon. Perception depends to a large extent upon the purposes and past experiences of the individual.

In other words, the individual selects from his immediate situation only those matters that he considers to be beneficial to himself.

¹Earle C. Kelley, "The Fully-Functioning Self," Perceiving, Behaving, Becoming. (Washington: Association for Supervision and Curriculum Development, 1962), p. 14

Rogers believed that individuals were attracted to a preconceived pattern with which they felt secure:

Most of us bring a preformed structure and evaluation to an experience, and never relinquish it, but cram and twist the experience to fit our preconceptions, annoyed at the fluid qualities which make it so unruly in fitting our carefully constructed pigeonholes.²

In this way, an individual's perception of problems may be governed by his previous experience and he may reject unfamiliar problems.

Zalkind and Costello agreed with Rogers but referred to the urge to "cram and twist" as a "perceptual defense." They concluded that "Perceptual distortion" enabled the individual to maintain his stereotypes.³ This concept of an idiosyncratic defence against unwanted events was developed further by Combs who maintained that "all behavior is a product of the perception of the behavior at the moment of action."⁴ Combs emphasized the notion that what appears factual to the individual is unique to the individual and to no other.⁵

²Carl Rogers, "Toward Becoming a Fully-Functioning Person," Perceiving, Behaving, Becoming (Washington: Association for Supervision and Curriculum Development, 1962), p. 66.

³Sheldon Zalkind and Timothy Costello, "Perception: Some Recent Research and Implications for Administration," Administrators' Science Quarterly, Vol. VII, (1962), p. 227

⁴A.W. Combs, "A Perceptual View of the Adequate Personality," Perceiving, Behaving, Becoming, (Washington: Association for Supervision and Curriculum Development, 1962), p. 50.

⁵Ibid., p. 67.

March and Simon agreed with the concept of the very personal nature of perception and suggested that each individual used "perceptual filters" to interpret reality so that it would conform to the individual's "model of reality" in which he felt secure and competent.⁶

Snygg and Combs, in a discussion of the influence the environment may have on the behavior and the effectiveness of an individual, quoted the empiricists Elton Mayo and F.J.Roethlisberger:

...the most potent factor in the production of a worker is not the physical conditions in his environment but the meanings which he ascribes to them.⁷

They pointed out that the behavior of the individual was directed towards the satisfaction of his needs and that he perceived his environment as satisfying or frustrating his needs.

In a recent book, Combs reiterated his previous beliefs and applied his findings to teachers:

Whether a teacher will be an effective teacher depends upon the nature of his private world of perceptions.⁸

⁶J.G.March and H.A.Simon, *Organizations* (New York: Wiley and Sons, 1958), p. 151.

⁷Donald Snygg and Arthur Combs, *Individual Behavior*, (New York: Harper, 1949), p. 11.

⁸Arthur W.Combs, The Professional Education of Teachers, (Boston: Allyn and Bacon, 1965), p. 19.

His "private world of perceptions" included his perception of problems.

Many scholars of perception have agreed with the foregoing authors. Ittleson and Cantril emphasized the world as experienced by the individual as the unique "product of perception" of the individual and meaningful to him alone.⁹ Allport supported the idea that the world is real, or true, to the observer only through his perception of the world.¹⁰

Chase maintained that the actual existence of an event may not be as important as the teacher's perception of the existence of that event.¹¹

Getzels and Guba concluded that the perception by the "incumbent of the expectations of his role determined his behavior in that role." Similarly, the perception by the incumbent of the problems in his role determined his behavior toward those problems.¹² Morin quoted Griffiths' statement that the individual's behavior "is governed by his perception

⁹W.H.Ittleson and H.Cantril, Perception: A Transactional Approach, (New York: Doubleday, 1954), p. 5.

¹⁰F.H.Allport, Theories of Perception and the Concept of Structure, (New York: Wiley and Sons, 1955), p. 592 .

¹¹F.S.Chase, "Professional Leadership and Teacher Morale," The Administrators' Notebook, Vol. I, No. 8, (1953).

¹²J.W.Getzels and E.Guba, "Social Behavior and the Administrative Process," The School Review, Vol. LXV, (Winter, 1957), p. 423-28.

of the task."¹³ Gates suggested that too many challenging new problems may be "disintegrating" to a teacher and he may become less effective as a teacher.¹⁴

There appears to be a consensus among the authors mentioned that the perception by an individual of the environment, and problems of the environment, may bear directly on the behavior and effectiveness of the individual.

These writers are proponents of what is being referred to by them as a "Third Force in psychology...The stimulus-response psychology of teaching developed into the psychoanalytic approach to education... Modern educational problems may require a less mechanistic and a more humanistic attitude toward teacher behavior than traditional psychology held...Third Force psychologists have many names, such as, perceptual psychologists, personalists, phenomenologists, and transactionalists. All are concerned with the individual as a dynamic force to be understood..."¹⁵

¹³L.H.Morin, "Role Perception and Principals," The Canadian Administrator, Vol. IV, No. 5, (February, 1965).

¹⁴Arthur I.Gates et al., Educational Psychology, (New York: MacMillan, 1952), p. 774.

¹⁵Combs, op. cit., p. iii.

The writers suggest that the individual's perception of his environment has an effect upon his behavior toward his environment. It is further suggested that the perception of problems by a teacher may have an effect upon his ability to deal with those problems and his effectiveness as a teacher.

This study was based upon the premise that the effectiveness of a teacher is related to the teacher's perception of problems.

Chapter IV consists of an explanation of the procedure followed in this research.

CHAPTER IV

THE PROCEDURE

It was mentioned in an earlier chapter that the only method presently used for rating the effectiveness of northern teachers and for predicting the effectiveness of prospective northern teachers is the subjective rating by superiors. This study was restricted to the subjective ratings by superiors as the criterion of teacher effectiveness. It was also suggested in an earlier chapter that the perception of problems by teachers was related to the teacher's effectiveness.

This chapter contains a description of the design of two instruments, one to measure teacher effectiveness and the other to gauge the importance of problems as perceived by the teacher.

This chapter contains a report of the manner in which the sample was selected, the collection of the data, and the treatment of the data.

I. INSTRUMENTATION

The Teacher Effectiveness Rating Scale

The Teacher Effectiveness Rating Scale was designed to give a score on effectiveness for each teacher in the sample. The items on the scale called for a subjective opinion by superintendents and principals of the teachers under their jurisdiction. (See Appendix A).

The first three items on the Teacher Effectiveness Rating Scale requested the evaluator to rate the pupils' attitude as apathetic or alert, uncertain or confident, unhappy or happy, on a four-point scale. The remaining ten items requested an evaluation, again on a four-point scale, of the teacher's qualities. Teacher qualities rated were: contact with pupils, control of class, keeping of records, preparation of lessons, presentation of lessons, maturity, alertness, adaptability, co-operation, and decisiveness. The final item was an overall general assessment by the rater as excellent, good, fair, or unsuitable. No score was attached to the final item.

The items on the scale were similar to those used by Harvey¹ and Miller and Hodgson.² No glossary of terms was provided to define the scale items as they were believed to be self-explanatory.

The principals and superintendents were requested to circle the digit in each item that they considered best described the teacher

¹R.F.E. Harvey, "School Organizational Climate and Teacher Classroom Behavior" (unpublished Doctoral thesis, University of Alberta, Edmonton, 1965), p. 190.

²V.I. Miller and W. Hodgson, "A Study of the Factors which Determine Success or Failure Among Beginning Teachers in the Province of Alberta" (survey for the University of Alberta, Edmonton, 1953), p. 36.

in that item. The letter of introduction to the principals and superintendents emphasized that their responses would be treated in the strictest confidence.

The Teacher Questionnaire

The Teacher Questionnaire (see Appendix B) that was developed for this study was modelled after the type of questionnaire that is periodically sent to all northern teachers by the Dominion Bureau of Statistics and the Northern Administration Branch of the Department of Northern Affairs. The Teacher Questionnaire was divided into two sections, with the headings "General Information" and "Personal Information." The question most important to this study was No. 19 which has been referred to earlier in this report as the "problem perception inventory."

Question No. 19 consisted of forty items; each item suggested a problem that the northern teacher may encounter. The teacher was requested to assess each item as, a serious problem, a significant problem, or no problem according to the importance he attached to that problem.

Pilot study. A group of twenty graduate students in the Department of Educational Administration at the University of Alberta was asked to give opinions on the content validity of each item in No. 19 of the Teacher Questionnaire. These items were also discussed in a seminar with the same graduate students in order to elicit any suggestions for revision of the items. A few minor changes were made in the phraseology of the

items. The group was then asked to identify each item as, a cultural problem, an environmental problem, a motivational problem or a personal problem. The problem areas were identified as follows:

Cultural Problems	Items: 3,4,11,12,19,20,27,28,35,36
Environmental Problems	Items: 7,8,15,16,23,24,31,32,39,40
Motivational Problems	Items: 1,2,9,10,17,18,25,26,33,34
Personal Problems	Items: 5,6,13,14,21,22,29,30,37,38

The graduate students were asked to identify the problem area to which each item belonged in order to examine the second, third, fourth, and fifth hypotheses. That is, the perception of problems in each area of problems is contingent upon the rated effectiveness of the teachers. The responses by the graduate students indicated that the problem areas suggested did represent problem areas that may exist for northern teachers.

II. METHODOLOGY

The Sample

The sample consisted of fifty teachers in the Northwest Territories and Arctic Quebec. The teachers were all employed by the Department of Northern Affairs and National Resources. The sample was selected at random from the 1965-6 lists of teachers employed by the Department of Northern Affairs in the Mackenzie and Arctic Districts. In those settlements where the superintendent had been unable to inspect

the teacher, the principal in charge of that school was asked to rate his teachers.

Collection of the Data

One hundred and twenty-five questionnaires were mailed to teachers in the north. The researcher was aware of the difficulties involved in mail delivery in the north and consequently sent out many more questionnaires than needed for the sample. The questionnaires were mailed in the middle of February, 1966, and deadline of May 31st was set for replies. It was felt that three and one half months was a reasonable length of time and that replies not received in that time would probably not be forthcoming. By May 31st fifty replies had been received. The questionnaires were mailed with a self-addressed envelope and assurance that the replies would be treated in the strictest confidence. Ten follow-up letters were mailed in the middle of April to the larger centres, such as Frobisher Bay, and Inuvik. Letters to follow-up the questionnaire were not sent to all settlements since it is a well-known fact that mail delivery to the north during break-up is subject to the elements. Letters mailed to isolated posts at such a late date would be most unlikely to reach their destinations in time for a reply to be returned to the south.

The Teacher Effectiveness Rating Scales were mailed to the principals and to the superintendents in charge of the teachers in the sample. Self-addressed envelopes were included for replies; assurance

was given that all replies would be treated in the strictest confidence. One hundred and twenty-five Teacher Rating Scales were mailed and ninety-seven responses were received. Only those fifty ratings that could be matched with returned questionnaires were used.

Treatment of the Data

When the Teacher Effectiveness Rating Scales and the Teacher Questionnaires were received they were scored according to the following plans: The Teacher Effectiveness Rating Scales were scored according to the indications of effectiveness by principals and superintendents. (See Appendix A). Question No. 19 on the Teacher Questionnaire called for the teacher to rate suggested problems as to their importance. If the teacher indicated that the suggested problem was 'no problem' to him, the response was scored three points; two points were scored for a 'some problem,' one point for a 'significant problem,' and no points for a 'serious problem.' The sums of scores on these inventories were used to determine the mean scores, correlations of responses by teachers among the four problem areas, and the correlation between each of these areas and the rated effectiveness of the teachers.

The relationship between teacher responses to each item in Question No. 19 and the rated effectiveness of the teacher were tested for significance by the use of a chi-square. A 2x2 contingency table was constructed for each item in the following manner: Group A and Group B formed a dichotomy, dividing the teachers above and below the median on

effectiveness rating. The median was 42.5 points on the effectiveness rating scale. Those teachers identifying problems as 'no problem' or 'some problem' formed the 'not serious problem' group and those identifying the suggested problems as 'significant problem' or 'serious problem' formed the 'serious problem' group. In this way, each item was tested to ascertain if teacher effectiveness was contingent upon the teachers' perceptions of suggested problems.

Further, chi-square tests were used to determine the relationship between the more effective and the less effective groups and total scores on each of the problem area inventories. The following chapter consists of an analysis of the data and the testing of the five hypotheses.

CHAPTER V

ANALYSIS OF THE DATA

Chi-square tests were used to determine whether rated teacher effectiveness was contingent upon the teachers' perceptions of suggested problems.

As mentioned earlier, the teachers were divided into a dichotomy on the basis of their rated effectiveness scores. Teachers' designations of problems as 'serious' or 'not serious' were used in the vertical classification of the 2x2 contingency tables, while the dichotomy of Group A and Group B teachers, that is, those above, and those below the median on rated effectiveness, were used as the horizontal classification on the contingency tables.

I. FINDINGS

Means and Standard Deviations

Based on the scoring scheme already described (supra, p.33), the means of scores and standard deviations were calculated for each of the variables: cultural problems, environmental problems, motivational problems, personal problems, and rated effectiveness. The means of the scores in these problem areas were used in testing the five hypotheses. In Table I the means and standard deviations of all the variables are shown.

TABLE I
MEANS AND STANDARD DEVIATIONS

Area	Mean	Standard Deviation
Cultural Problems	20.26	4.77
Environmental Problems	22.74	3.92
Motivational Problems	19.34	4.72
Personal Problems	20.66	4.26
Rated Effectiveness	41.76	5.48

In order to relate each variable with every other variable, Pearson product-moment correlation coefficients, as shown in Table II, were derived. All are significant at the .01 level, except as indicated.

Discussion. The intercorrelations indicate that each of the problem areas is related to every other problem area. It is also interesting that each problem area is significantly correlated to rated effectiveness. That is, the teachers' perception of problems is related to the teachers' rated effectiveness.

The remainder of this chapter consists of an item-by-item examination of the suggested problems. Each item was investigated with a chi-square test to determine whether the teachers' perception of that problem was contingent upon, or differentiated among, teachers on the

basis of rated effectiveness.

TABLE II

PEARSON PRODUCT-MOMENT CORRELATION
COEFFICIENTS AMONG ALL VARIABLES

Variable	Cultural Problems	Environmental Problems	Motivational Problems	Personal Problems	Rated Effectiveness
Cultural Problems	1.00	.318*	.618	.523	.406
Environmental Problems		1.00	.586	.672	.503
Motivational Problems			1.00	.732	.606
Personal Problems				1.00	.521
Rated Effectiveness					1.00

*Significant at the .05 level

Examination of the Suggested Problems

In each of the following tables Group A refers to those teachers rated as more effective on the Teacher Effectiveness Rating Scale and Group B as those rated less effective. The .05 level of significance was chosen for acceptability throughout this study.

Item one. The suggested problem that parents are indifferent to school was perceived as no problem by 72 per cent of Group A and as no problem by 36 per cent of Group B. Table III indicates the distribution. This item was classified as a motivational problem.

Discussion. The chi-square of 6.52 between rated effectiveness and perception of this problem shows that the teacher response to the suggestion that parents are indifferent to school does differentiate between the better teachers and the poorer teachers, as rated by their superiors. This is especially interesting in the light of the responses to the next item.

TABLE III

PARENTS ARE INDIFFERENT TO SCHOOL*

	Group A		Group B	
	f	%	f	%
no problem	18	72	9	36
some problem	7	28	16	64

*Chi-square of 6.52 significant beyond the .02 level.

Item two. The perception of the suggested problem that pupils are indifferent to school did not differentiate among the teachers on the basis of rated effectiveness. A chi-square of 3.31 was not significant. Table IV indicates that 80 per cent of Group A and 56 per cent of Group B teachers did not consider this item a problem.

Discussion. This item was classified as a motivational problem. Apparently even the less effective teachers, as rated by their superiors, do not find that pupils' indifference to school is a problem. A chi-square of 3.31 shows that the suggested problem is not considered to be less significant by more effective teachers than it is by less effective teachers.

TABLE IV

PUPILS ARE INDIFFERENT TO SCHOOL*

	Group A		Group B	
	f	%	f	%
no problem	20	80	14	56
some problem	5	20	11	44

*Chi-square of 3.31 not significant at the .05 level.

Item three. The suggestion that the differing moral standards of the local people may be a problem was perceived to be no problem by 84 per cent of Group A teachers and 52 per cent of Group B teachers. A chi-square of 5.88 indicated significance beyond the .02 level. Table V shows that this item differentiated among teachers on the basis of rated effectiveness.

Discussion. Item Three was classified as a cultural problem. The results indicate that the perception of differing moral standards of the local people may have an influence upon the effectiveness of a teacher. Perhaps the more effective teachers have more understanding of differing moral standards.

Item four. The suggested problem that the health practices of the local people differed from the teachers' standards was perceived as no problem by 60 per cent of Group A teachers and 44 per cent of Group B teachers. A chi-square of 1.28 is significant at the .30 level and it was concluded that this item does not differentiate among teachers on the basis of rated effectiveness. Table VI is an illustration of the responses to this item.

Discussion. Item Four was classified as a cultural problem. Health practices include bodily cleanliness and general care of the body. The results indicate that health practices of the local people do not affect the less effective teachers much more than the more effective teachers.

TABLE V

DIFFERING MORAL STANDARDS OF THE LOCAL PEOPLE*

	Group A		Group B	
	f	%	f	%
no problem	21	84	13	52
some problem	4	16	12	48

*Chi-square of 5.88 significant at the .02 level.

TABLE VI

HEALTH PRACTICES OF LOCAL PEOPLE DIFFER
FROM TEACHERS' STANDARDS*

	Group A		Group B	
	f	%	f	%
no problem	15	60	11	44
some problem	10	40	14	56

*Chi-square of 1.28 not significant at the .05 level.

Item five. The suggestion that the local clergy may interfere in education was perceived as no problem by 88 per cent of Group A teachers and 76 per cent of Group B teachers. A chi-square of .001 is only significant at the .98 level. It was concluded that the perception of this item did not differentiate among teachers on the basis of rated effectiveness. These results are shown in Table VII*.

Discussion. Item Five was classified as a personal problem. It should be noted that, in spite of the fact that most education was carried out by the clergy in the early days of northern education, very few teachers felt that the influence of the clergy presented a problem.

TABLE VII

LOCAL CLERGY INTERFERE IN EDUCATION**

	Group A		Group B	
	f	%	f	%
no problem	22	88	19	76
some problem	3	12	6	24

**Chi-square of .001 not significant at .05 level.

*Yates' correction for small frequencies was used in all cases where the frequency was less than 5.

Item six. Teachers were requested to indicate their perception of the suggested problem that the Northern Administration Branch plays too large a part in education. 92 per cent of the teachers in Group A did not find this a problem while 60 per cent of the teachers in Group B perceived the item as no problem. The chi-square of 5.37 shown in Table VIII indicates that this item differentiates among teachers on the basis of rated effectiveness at beyond the .02 level.

Discussion. Item Six was classified as a personal problem. In the Department of Northern Affairs, education is a division under Northern Administration. As a division, education is subject to the northern administration. It has been thought by some that this branch has too much influence upon education. The results of this item show that the better teachers do not feel that northern administration has an adverse influence, while the less effective teachers are inclined to resent the influence of the Northern Administration Branch.

TABLE VIII

NORTHERN ADMINISTRATION PLAYS TOO LARGE A PART IN EDUCATION*

	Group A		Group B	
	f	%	f	%
no problem	23	92	15	60
some problem	2	8	10	40

*Chi-square of 5.37 significant at the .02 level.

Item seven. The suggestion that teachers may be unable to perform simple repairs was indicated as no problem by 100 per cent of the Group A teachers and as no problem by 72 per cent of the Group B teachers. A chi-square of 5.98 shows that the perception of this item differentiates among teachers on the basis of rated effectiveness at the .02 level. Table IX shows that none of the Group A teachers found this item presented a problem.

Discussion. Item Seven was classified as an environmental problem. Teachers in the north realise that they may have to contend with the occasional breakdown in services. Not a single teacher in Group A found minor repairs to present a problem, while 28 per cent of the teachers in Group B considered that minor repairs were a problem. It was concluded that the environment may present problems to the less effective teacher.

TABLE IX

TEACHERS ARE OFTEN UNABLE TO REPAIR MINOR BREAKDOWNS
IN LIGHTING, PLUMBING, ETC.*

	Group A		Group B	
	f	%	f	%
no problem	25	100	18	72
some problem	0	0	7	28

*Chi-square of 5.98 is significant at the .02 level.

Item eight. The perception of the suggested problem that many teachers are unable to adapt to the northern environment did not significantly differentiate among the teachers on the basis of rated effectiveness. 88 per cent of teachers in Group A and 64 per cent of teachers in Group B perceived it as no problem. In Table X is shown the distribution of responses to this item.

Discussion. Item Eight was classified as an environmental problem. The suggestion that teachers are unable to adapt to the northern environment was considered to be no problem by most of the teachers in both groups. This may merely indicate an unwillingness to admit an inability to adapt to a northern environment, since the responses to other environmental problems indicated that the environment does differentiate among teachers.

TABLE X

MANY TEACHERS ARE UNABLE TO ADAPT TO
THE NORTHERN ENVIRONMENT*

	Group A		Group B	
	f	%	f	%
no problem	22	88	16	64
some problem	3	12	9	36

*Chi-square of 2.7 is not significant at .05 level.

Item nine. The suggestion was made that Eskimos lack a competitive spirit. 96 per cent of the teachers in Group A did not consider this a problem while 52 per cent of the teachers in Group B perceived it as no problem. The item differentiates among teachers on the basis of rated effectiveness at the .01 level with a chi-square of 10.4. The responses to this item are shown in Table XI.

Discussion. Item Nine was classified as a motivational problem. The suggestion that Eskimos lack a competitive spirit was considered a serious problem by many of the less effective teachers. The chi-square of 10.4 shows that the perception of this suggested problem is contingent upon the rated effectiveness of the teachers. This study did not attempt to discover whether competition should be considered good or bad. The results in this item do indicate that the question is serious, especially for the less effective northern teachers.

TABLE XI

ESKIMOS LACK A COMPETITIVE SPIRIT*

	Group A		Group B	
	f	%	f	%
no problem	24	96	13	52
some problem	1	4	12	48

*Chi-square of 10.4 is significant at the .01 level.

Item ten. It was suggested that the curriculum is not oriented to local needs. 76 per cent of the teachers in Group A and 44 per cent of the teachers in Group B indicated that this item did not present a problem. The item differentiates among teachers on the basis of rated effectiveness beyond the .05 level of significance. In Table XII a chi-square of 5.33 is reported for this item.

Discussion. Item Ten was classified as a motivational problem. The suggestion that the curriculum was not oriented to local needs was not considered to be a serious problem by the majority of the more effective teachers. It was concluded that the more effective teachers were able to adapt, and improvise upon, the curriculum.

TABLE XII

THE CURRICULUM IS NOT ORIENTED TO LOCAL NEEDS*

	Group A		Group B	
	f	%	f	%
no problem	19	76	11	44
some problem	6	24	14	56

*Chi-square of 5.33 is significant at the .05 level.

Item eleven. None of the teachers in Group A indicated that some of the habits of the local people are revolting and 72 per cent of

the teachers in Group B indicated that the item presented no problem. A chi-square of 5.98 suggests that the perception of this item differentiates among teachers on the basis of rated effectiveness. The responses to this item are shown in Table XIII.

Discussion. Item Eleven was classified as a cultural problem. The more effective teachers did not find some of the habits of the local people and children as revolting. It may be concluded that the less effective teachers are so aware of these habits that they have an influence upon the effectiveness of the teacher. That is, the teacher allows these habits to upset him and so detract from his effectiveness.

TABLE XIII

SOME PERSONAL HABITS OF THE LOCAL PEOPLE
AND CHILDREN ARE REVOLTING*

	Group A		Group B	
	f	%	f	%
no problem	25	100	18	72
some problem	0	0	7	28

*Chi-square of 5.98 is significant at the .02 level.

Item twelve. The suggestion that Eskimo parents are too permissive in bringing up their children was considered to present no problem to 84 per cent of the teachers in Group A and 44 per cent of the

teachers in Group B. It may be concluded that this item differentiates among teachers on the basis of rated effectiveness. A chi-square of 7.03 is significant beyond the .01 level as shown in Table XIV.

Discussion. Item Twelve was classified as a cultural problem. It is suggested by the responses to this item that the more effective teachers do not consider that parental influence upon children has any bearing upon the teacher's ability to educate the children.

TABLE XIV

ESKIMO PARENTS ARE TOO PERMISSIVE IN BRINGING
UP THEIR CHILDREN*

	Group A		Group B	
	f	%	f	%
no problem	21	84	11	44
some problem	4	16	14	56

*Chi-square of 7.03 is significant at the .01 level.

Item thirteen. This item suggested that organisations having no responsibility for education may interfere in education and cause a problem. No teacher in either group indicated that the item was perceived as a problem. It may be concluded that this item does not differentiate among teachers on the basis of rated effectiveness. A chi-

square for this item is meaningless as shown in Table XV.

Discussion. Item Thirteen was classified as a personal problem. There are various organisations in the north that may have an influence upon education, such as the Hudson's Bay Company and the Department of Transport. None of the teachers in either group considered that these organisations presented a problem. It may be concluded that there is co-operation and understanding between teachers and these organisations and that, if there is an influence, it does not affect the teacher.

TABLE XV

INTERFERENCE IN EDUCATION BY ORGANISATIONS HAVING
NO RESPONSIBILITY FOR EDUCATION*

	Group A		Group B	
	f	%	f	%
no problem	25	100	25	100
some problem	0	0	0	0

*Chi-square not calculated.

Item fourteen. It was suggested as a problem that apathy on the part of the local people may be caused by their reliance on welfare allowances. 80 per cent of the teachers in Group A and 52 per cent of the teachers in Group B indicated that this item did not present a problem. The chi-square of 4.37 suggests that the item differentiates

among teachers on the basis of rated effectiveness. Table XVI shows the responses to this item and the chi-square of 4.37 which is significant at the .05 level.

Discussion. Item Fourteen was classified as a personal problem. It could be a cultural problem, but, as a product of southern civilisation, welfare, and its implications, could not be thought of as a cultural problem. The teacher's perception of the influence of welfare allowances as a problem, or threat, to his teaching, presented a greater problem to the less effective teachers. It is possible that the better, and far-sighted teachers, realise that welfare allowances do not represent the goal of the people in the north.

Item fifteen. The teachers were asked to indicate whether they believed supervision to be inadequate. 88 per cent of the teachers in Group A and 60 per cent of the teachers in Group B stated that the item presented no problem. A chi-square of 3.74 is not quite significant at the .05 level. It is concluded that the item does not differentiate among teachers on the basis of rated effectiveness. Table XVII shows the responses to this item.

Discussion. Item Fifteen was classified as an environmental problem. It is interesting that the teachers in Group A and the teachers in Group B found that lack of supervision did not really represent a problem to them. It may be that the careful selection of northern teachers decreases the need that may be felt for supervision.

TABLE XVI

APATHY OF LOCAL PEOPLE CAUSED BY RELIANCE
ON WELFARE ALLOWANCES*

	Group A		Group B	
	f	%	f	%
no problem	20	80	13	52
some problem	5	20	12	48

*Chi-square of 4.37 significant at the .05 level.

TABLE XVII

TEACHERS FEEL THAT SUPERVISION IS INADEQUATE*

	Group A		Group B	
	f	%	f	%
no problem	22	88	15	60
some problem	3	12	10	40

*Chi-square of 3.74 is not significant at the .05 level.

Item sixteen. It was suggested that teachers may find the isolation of northern schools a problem. 100 per cent of the teachers in Group A and 72 per cent of teachers in Group B indicated that isolation was no problem. A chi-square of 5.98 is significant at the .02 level and shows that this item differentiates among teachers on the basis of rated effectiveness. Table XVIII illustrates the responses to this item.

Discussion. Item Sixteen was classified as an environmental problem. The results indicate that the more effective teachers may have inner resources which make isolation less threatening.

TABLE XVIII

TEACHERS FEEL ISOLATION TOO STRONGLY*

	Group A		Group B	
	f	%	f	%
no problem	25	100	18	72
some problem	0	0	7	28

*Chi-square of 5.98 is significant at the .02 level.

Item seventeen. This item suggested that the curriculum does not consider local occupational opportunities. 76 per cent of the teachers in Group A and 48 per cent of the teachers in Group B reported that this item presented no problem. A chi-square of 4.16 is significant

at beyond the .05 level. It may be concluded that this item differentiates among teachers on the basis of rated effectiveness. Table XIX indicates the findings for this item.

Discussion. Item Seventeen was classified as a motivational problem. The responses to this item suggested that the less effective teachers feel that education should have a definite, and local, occupational goal. The more effective teachers seem to have a more long-range view of the value of Northern education.

TABLE XIX

CURRICULUM DOES NOT CONSIDER LOCAL
OCCUPATIONAL OPPORTUNITIES*

	Group A		Group B	
	f	%	f	%
no problem	19	76	12	48
some problem	6	24	13	52

*Chi-square of 4.16 is significant at the .05 level.

Item eighteen. It was suggested that pupils have poor work habits and that this may be a problem. 80 per cent of teachers in Group A and 60 per cent of the teachers in Group B indicated that this item was no problem. A chi-square of 2.38 is significant at the .20

level and it must be concluded that this item does not differentiate among teachers on the basis of rated effectiveness. Table XX shows the responses to this item.

Discussion. Item Eighteen was classified as a motivational problem. The suggestion that Eskimo pupils have poor work habits was not considered to be a serious problem by the more, or less-effective teachers. It may be concluded that both groups of teachers consider this problem as having little influence upon their ability to teach.

Item nineteen. The suggestion that Eskimos have a low intellect drew 100 per cent responses from Group A that the suggestion presented no problem while 72 per cent of the teachers in Group B identified the item as no problem. A chi-square of 5.98 is significant at the .02 level and it may be concluded that this item differentiates among teachers on the basis of rated effectiveness. Table XXI shows the responses to this item.

Discussion. Item Nineteen was classified as a cultural problem. The results of this item were quite surprising. It has been shown by sociologists, psychologists, and anthropologists that all races possess a similar intellect. Apparently, the less effective teachers believe that one of the problems that they face is a lack of intelligence. The more effective teachers realise that, intellectually, the Eskimos are normally gifted.

TABLE XX

PUPILS GENERALLY HAVE POOR WORK HABITS*

	Group A		Group B	
	f	%	f	%
no problem	20	80	15	60
some problem	5	20	10	40

*Chi-square of 2.38 is not significant at the .05 level.

TABLE XXI

ESKIMO PUPILS HAVE LOW INTELLECTUAL ABILITY*

	Group A		Group B	
	f	%	f	%
no problem	25	100	18	72
some problem	0	0	7	28

*Chi-square of 5.98 is significant at the .02 level.

Item twenty. Teachers were asked to respond to the suggestion that language barriers presented a problem. 52 per cent of the teachers in Group A and 24 per cent of the teachers in Group B responded that

language barriers do not present a problem. The chi-square of 4.16 is significant at the .05 level. It may be concluded that the perception of language barriers differentiates among teachers on the basis of rated effectiveness. Table XXII shows the results of this item.

Discussion. Item Twenty was classified as a cultural problem. Teachers in the north must overcome the so-called language barrier to be effective. The more effective teachers did not see this item as a problem because they realised the importance of language differences and were able to act accordingly. The less effective teachers saw the language barrier as a serious threat to their teaching.

TABLE XXII

LANGUAGE BARRIERS*

	Group A		Group B	
	f	%	f	%
no problem	13	52	6	24
some problem	12	48	19	76

*Chi-square of 4.16 is significant at the .05 level.

Item twenty-one. To the suggestion that some teachers lack a good sense of humour, 92 per cent of the teachers in Group A and 56 per cent of the teachers in Group B responded that the item presented no problem. A chi-square of 6.65 is significant at beyond the .01 level and it

may be concluded that this item differentiates among teachers on the basis of rated effectiveness. The results are shown in Table XXIII.

Discussion. Item Twenty-one was classified as a personal problem. It was believed that the possession of a good sense of humour was a necessity for effective northern teaching. The responses to this suggested problem show that the more effective teachers believed teachers to possess a good sense of humour. This may be a reflection of their own sense of humour.

TABLE XXIII

SOME TEACHERS LACK A GOOD SENSE OF HUMOUR*

	Group A		Group B	
	f	%	f	%
no problem	23	92	14	56
some problem	2	8	11	44

*Chi-square of 6.65 is significant at the .01 level.

Item twenty-two. It was suggested that some teachers lack patience and understanding when dealing with the local people. 92 per cent of the teachers in Group A and 56 per cent of the teachers in Group B responded that this item did not present a problem. A chi-square of 6.65 is significant at the .01 level. It may be concluded

that the perception of this item differentiates among teachers on the basis of rated effectiveness. The results of the responses to this item are tabulated in Table XXIV. The results are exactly similar to those in Table XXIII for the responses to the suggestion that teachers may lack a sense of humour.

Discussion. Item Twenty-two was classified as a personal problem. Patience and understanding are important to all teaching. It may be that they are even more desirable traits for those teachers in the north. The responses to this item show that the more effective teachers perceive patience and understanding in other teachers to a greater extent than the less effective teachers.

TABLE XXIV

SOME TEACHERS LACK PATIENCE AND UNDERSTANDING
WHEN DEALING WITH THE LOCAL PEOPLE*

	Group A		Group B	
	f	%	f	%
no problem	23	92	14	56
some problem	2	8	11	44

*Chi-square of 6.65 is significant at the .01 level.

Item twenty-three. This item made the suggestion that northern housing and school buildings are inadequate. 92 per cent of Group A

teachers and 48 per cent of the teachers in Group B responded that this item presented no problem. A chi-square of 9.52 is significant beyond the .01 level. It may be concluded that this item differentiates among teachers on the basis of rated effectiveness. Table XXV shows the results of this item.

Discussion. Item Twenty-three was classified as an environmental problem. Teachers living in the north cannot expect the same comforts and luxuries that they may have enjoyed in the south. The responses to this suggested problem show that the more effective teachers were able to contend with inadequacies in housing and school buildings.

Item twenty-four. It was suggested that the lack of facilities and entertainments of the south may be a problem to teachers. 96 per cent of the teachers in Group A and 56 per cent of the teachers in Group B responded that the item presented no problem. A chi-square of 8.88 is significant at beyond the .01 level and it may be concluded that the item differentiates among teachers on the basis of rated effectiveness. Table XXVI shows these results.

Discussion. Item Twenty-four was classified as an environmental problem. Teachers in the north cannot expect to find entertainments and facilities similar to those they may have enjoyed in the south. The more effective teachers did not consider the lack of entertainments and facilities to be a problem.

TABLE XXV

HOUSING AND SCHOOL BUILDINGS ARE INADEQUATE*

	Group A		Group B	
	f	%	f	%
no problem	23	92	12	48
some problem	2	8	13	52

*Chi-square of 9.52 is significant at the .01 level.

TABLE XXVI

LACK OF FACILITIES AND ENTERTAINMENTS OF THE SOUTH*

	Group A		Group B	
	f	%	f	%
no problem	24	96	14	56
some problem	1	4	11	44

*Chi-square of 8.88 is significant at the .01 level.

Item twenty-five. The suggestion that pupils appear to lack any incentive to do well in school drew responses that 84 per cent of the teachers in Group A and 40 per cent of the teachers in Group B perceived

the item as no problem. A chi-square of 8.49 is significant beyond the .01 level and it may be concluded that the item differentiates among teachers on the basis of rated effectiveness. Table XXVII indicates the distribution of responses.

Discussion. Item Twenty-five was classified as a motivational problem. The responses to this suggested problem indicate that the more effective teachers do not feel that their pupils lack incentive to do well in school. It is possible that the more effective teachers are more able to inspire and motivate their charges.

TABLE XXVII

PUPILS APPEAR TO LACK ANY INCENTIVE
TO DO WELL IN SCHOOL*

	Group A		Group B	
	f	%	f	%
no problem	21	84	10	40
some problem	4	16	15	60

*Chi-square of 8.49 is significant at the .01 level.

Item twenty-six. It was suggested that the local people do not understand the value of education. 76 per cent of the teachers in Group A responded that this represented no problem while 20 per cent of the teachers in Group B reported that the item was no problem. A chi-square

of 15.71 is significant beyond the .001 level and it is concluded that the item differentiates among teachers on the basis of rated effectiveness. Table XXVIII indicates the distribution of responses to this item.

Discussion. Item Twenty-six was classified as a motivational problem. A far greater proportion of the more effective teachers than the less effective teachers felt that the local people understood the value of education. It is possible that the teacher's attitude toward the pupils and their parents has an effect upon the local attitude toward education.

TABLE XXVIII

LOCAL PEOPLE DO NOT UNDERSTAND THE VALUE OF EDUCATION*

	Group A		Group B	
	f	%	f	%
no problem	19	76	5	20
some problem	6	24	20	80

*Chi-square of 15.71 is significant at .001 level.

Item twenty-seven. This item suggested that too much emphasis was placed by the local people on hunting and fishing. 96 per cent of the teachers in Group A and 64 per cent of the teachers in Group B responded that this item presented no problem. A chi-square of 6.13 is significant at beyond the .02 level. It may be concluded that the perception of this

item differentiates among teachers on the basis of rated effectiveness. The responses are shown in Table XXIX.

Discussion. Item Twenty-seven was classified as a cultural problem. The Eskimo people are traditionally hunters and fishermen. It was believed that some teachers may find this emphasis disturbing to the school and education. The responses to this item show that the more effective teachers did not perceive this to be a problem. It is suggested that the better teachers are more able to encourage their pupils to attend school rather than to go on hunting trips with their parents.

Item twenty-eight. This item suggested that Eskimos resent compulsory education as they wish to preserve their own culture. 96 per cent of the teachers in Group A and 68 per cent of the teachers in Group B perceived no problem in this item. The chi-square of 4.88 is significant at better than the .05 level. It may be concluded that this item differentiates among teachers on the basis of rated effectiveness. Table XXX shows the responses to this item.

Discussion. Item Twenty-eight was classified as a cultural problem. It was believed that all cultures wish to preserve their culture and may resent efforts to change, or absorb, their culture into another culture. Compulsory education of the Eskimos was considered to be a problem to culture preservation by a greater number of the less effective teachers than by the more effective teachers. Perhaps this was because the more effective teachers were better able to convince the Eskimos that com-

pulsory education is not a threat to the culture.

TABLE XXIX

TOO MUCH EMPHASIS PLACED ON HUNTING AND FISHING
BY THE LOCAL PEOPLE*

	Group A		Group B	
	f	%	f	%
no problem	24	96	16	64
some problem	1	4	9	36

*Chi-square of 6.13 is significant at the .02 level.

TABLE XXX

ESKIMOS RESENT COMPULSORY EDUCATION BECAUSE THEY
WISH TO PRESERVE THEIR CULTURE*

	Group A		Group B	
	f	%	f	%
no problem	24	96	17	68
some problem	1	4	8	32

*Chi-square of 4.88 is significant at the .05 level.

Item twenty-nine. It was suggested that many teachers derive little sense of accomplishment from teaching Eskimos. 76 per cent of the teachers in Group A and 48 per cent of the teachers in Group B responded that this item was no problem. A chi-square of 4.16 is significant at the .05 level. It may be concluded that the perception of this suggested problem differentiates among teachers on the basis of rated effectiveness. Table XXXI indicates the responses to this item.

Discussion. Item Twenty-nine was classified as a personal problem. It was believed that all people have a need to feel a sense of accomplishment in whatever they do. It was also believed that some teachers do not feel this sense of accomplishment. The responses to this item show that the more effective teachers found the problem to be less important than did the less effective teachers.

TABLE XXXI

MANY TEACHERS DERIVE LITTLE SENSE OF ACCOMPLISHMENT
FROM TEACHING ESKIMOS*

	Group A		Group B	
	f	%	f	%
no problem	19	76	12	48
some problem	6	24	13	52

*Chi-square of 4.16 is significant at the .05 level.

Item thirty. The suggestion was made that special training for northern teachers is inadequate. 64 per cent of the teachers in Group A and 36 per cent of the teachers in Group B responded that the suggested inadequacy of training was no problem. The chi-square of 3.92 is significant at beyond the .05 level. It may be concluded that this item differentiates among teachers on the basis of rated effectiveness. Table XXXII shows the results for this item.

Discussion. Item Thirty was classified as a personal problem. All teachers in the north have had experience in teaching in the south. The training program for northern teaching consists of short orientation courses in a city. Many of the northern teachers have never seen an Eskimo before they arrive at their post. The lack of special training was believed to be unimportant by more of the better teachers than by the less effective teachers. It is possible that more effective teachers are able to teach effectively wherever they may be employed and that special training does not contribute to effectiveness.

TABLE XXXII

SPECIAL TRAINING FOR NORTHERN TEACHING IS INADEQUATE*

	Group A		Group B	
	f	%	f	%
no problem	16	64	9	36
some problem	9	36	16	64

*Chi-square of 3.92 is significant at the .05 level.

Item thirty-one. It was suggested that there was poor co-operation among teachers. 88 per cent of the teachers in Group A and 80 per cent of the teachers in Group B indicated that this does not present a problem. The chi-square of .15 is only significant at the .70 level. It was concluded that this item does not differentiate among teachers on the basis of rated effectiveness. Table XXXIII shows the response to item 31.

Discussion. Item Thirty-one was classified as an environmental problem. In a northern environment a teacher does not have much freedom of choice as to whom his companions will be. Teachers are forced into very close proximity with each other and co-operation among the teachers may be very important. The responses to this item showed that both the more, and the less, effective teachers perceived no problem in co-operation among teachers.

Item thirty-two. This item suggested that there is poor co-operation between teachers and the local people. 100 per cent of the teachers in Group A replied that there is no problem presented while 72 per cent of the teachers in Group B stated no problem. The chi-square of 5.98 is significant beyond the .02 level and it is concluded that this item differentiates among teachers on the basis of rated effectiveness. The results are contained in Table XXXIV.

Discussion. Item Thirty-two was classified as an environmental problem. It was believed that there should be co-operation between the teacher and the members of the community in which he is employed for

the greatest teaching effectiveness. None of the more effective teachers indicated that this item presented a problem, but it was considered a problem by some of the less effective teachers.

TABLE XXXIII

POOR CO-OPERATION AMONG TEACHERS*

	Group A		Group B	
	f	%	f	%
no problem	22	88	20	80
some problem	3	12	5	20

*Chi-square of .15 not significant at the .05 level.

TABLE XXXIV

POOR CO-OPERATION BETWEEN TEACHERS AND THE LOCAL PEOPLE*

	Group A		Group B	
	f	%	f	%
no problem	25	100	18	72
some problem	0	0	7	28

*Chi-square of 5.98 is significant at the .02 level.

Item thirty-three. It was suggested that older brothers and sisters have a bad influence upon the children in school. 100 per cent of the teachers in Group A considered this suggestion did not present a problem and 80 per cent of the teachers in Group B considered it no problem. The chi-square of 3.56 is significant at the .10 level and it was concluded that this item does not differentiate among teachers on the basis of rated effectiveness. Table XXXV shows the distribution of responses to this item.

Discussion. Item Thirty-three was classified as a motivational problem. It was believed that the influence of older brothers and sisters who had reached the school leaving age may have an adverse effect upon pupils still in school. None of the more effective teachers perceived this to represent a problem and only a few of the less effective teachers perceived it as a problem. It was mentioned by some teachers that students often wish to remain in school after they have reached the legal leaving age.

TABLE XXXV

OLDER BROTHERS AND SISTERS OFTEN HAVE A BAD
INFLUENCE ON PUPILS IN SCHOOL*

	Group A		Group B	
	f	%	f	%
no problem	25	100	20	80
some problem	0	0	5	20

*Chi-square of 3.56 is not significant at the .05 level.

Item thirty-four. The suggestion was made that some teachers are indifferent to teaching Eskimos. In Group A 92 per cent of the teachers indicated that it was no problem while 72 per cent of the teachers in Group B indicated that it was no problem. The chi-square of 2.17 is significant at the .20 level. It was concluded that the perception of this item did not differentiate among the teachers on the basis of rated effectiveness. Table XXXVI illustrates the distribution of responses to this item.

Discussion. Item Thirty-four was classified as a motivational problem. It was believed that some teachers are in the profession for financial gain rather than for a desire to teach. It was encouraging to find that the responses to this item showed that both the more, and the less, effective teachers indicated that this is not a problem.

TABLE XXXVI

SOME TEACHERS ARE INDIFFERENT TO TEACHING ESKIMOS*

	Group A		Group B	
	f	%	f	%
no problem	23	92	18	72
some problem	2	8	7	28

*Chi-square of 2.17 is not significant at the .05 level.

Item thirty-five. The suggestion that Eskimos have little respect for property yielded 72 per cent of the teachers in Group A and 40 per cent of Group B teachers who considered the item to be no problem. The chi-square of 5.44 is significant at the .02 level. It was concluded that the perception of this item differentiated among teachers on the basis of rated effectiveness. Table XXXVII shows the responses to this item.

Discussion. Item Thirty-five was classified as a cultural problem. A greater number of the more effective teachers than the less effective teachers considered that respect for property of Eskimos did not present a problem. Perhaps the more effective teachers have been able to teach respect for property whereas the less effective teachers have been unable to do so.

Item thirty-six. This item suggested that Eskimos are improvident and lacking in foresight. 76 per cent of the teachers in Group A and 44 per cent of the teachers in Group B indicated that this item did not present a problem. A chi-square of 5.33 is significant at the .05 level. It was concluded that the perception of this suggested problem differentiates among teachers on the basis of rated effectiveness. Table XXXVIII indicated the results of this item.

Discussion. Item Thirty-six was classified as a cultural problem. Traditionally, Eskimos have eaten well during times of plenty and have approached starvation at other times. The more effective teachers did not perceive this item to be a problem to the extent that the less effective teachers perceived it to be a problem. Perhaps the more

effective teachers were using a higher degree of insight into the Eskimo way of life when considering this item.

TABLE XXXVII

ESKIMOS HAVE LITTLE RESPECT FOR PROPERTY*

	Group A		Group B	
	f	%	f	%
no problem	18	72	10	40
some problem	7	28	15	60

*Chi-square of 5.44 is significant at the .02 level.

TABLE XXXVIII

ESKIMOS ARE IMPROVIDENT AND LACKING IN FORESIGHT*

	Group A		Group B	
	f	%	f	%
no problem	19	76	11	44
some problem	6	24	14	56

*Chi-square of 5.33 is significant at the .05 level.

Item thirty-seven. It was suggested that the educational program is not in accord with the pupils' background knowledge. 76 per cent of the teachers in Group A and 28 per cent of the teachers in Group B indicated that this item did not present a problem. A chi-square of 11.54 is significant beyond the .001 level. It was concluded that this item does differentiate among teachers on the basis of rated effectiveness. Table XXXIX shows the distribution of the responses to this item.

Discussion. Item Thirty-seven was classified as a personal problem. It was believed that the teacher's effectiveness is not a reflection of his ability to merely present the curriculum to the pupils and make sure that they know it. If the curriculum is based upon the background knowledge of another culture, it is the responsibility of the teacher to modify the material for local use. Most of the more effective teachers perceived this item to present no problem. This may indicate that the more effective teachers displayed the ability to adapt and modify the program of studies.

TABLE XXXIX

EDUCATIONAL PROGRAM IS NOT IN ACCORD WITH
PUPILS' BACKGROUND KNOWLEDGE*

	Group A		Group B	
	f	%	f	%
no problem	19	76	7	28
some problem	6	24	18	72

*Chi-square of 11.54 is significant at .001 level.

Item thirty-eight. The suggestion was made that the pupils have had weak preparation in earlier grades. 84 per cent of the teachers in Group A indicated that this item presented no problem and 32 per cent of the teachers in Group B indicated that the item presented no problem. A chi-square of 11.82 is significant at beyond the .001 level. It was concluded that the perception of this item by the teachers differentiated among them on the basis of rated effectiveness. Table XL shows the distribution of the responses to this item.

Discussion. Item Thirty-eight was classified as a personal problem. It was believed that an ineffective teacher may sometimes lay the blame for his lack of success upon the pupils' previous teachers. The responses to this item showed that the less effective teachers were more inclined to state that the pupils had had weak preparation in earlier grades than were the more effective teachers.

TABLE XL

PUPILS HAVE HAD WEAK PREPARATION IN EARLIER GRADES*

	Group A		Group B	
	f	%	f	%
no problem	21	84	8	32
some problem	4	16	17	68

*Chi-square of 11.82 is significant at .001 level.

Item thirty-nine. The suggestion was made that school supplies were inadequate. 100 per cent of the teachers in Group A indicated that this was not a problem and 80 per cent of the teachers in Group B indicated no problem. A chi-square of 3.56 is significant at the .10 level. It was concluded that the responses to this item do not differentiate among the teachers on the basis of rated effectiveness. Table XLI illustrates the distribution of responses to this item.

Discussion. Item Thirty-nine was classified as an environmental problem. Most supplies for northern schools are shipped in during the summer sea lift. Occasionally, items may not arrive at the school in time, or at all. The teacher may be obliged to improvise with supplies that are available. Very few of the less effective teachers, and none of the more effective teachers found that this presented a problem.

Item forty. In this item it was suggested that northern teachers are inclined to teach with methods they used in the south rather than modifying them for northern requirements. 96 per cent of the teachers in Group A indicated that this presented no problem while 44 per cent of the teachers in Group B indicated no problem. A chi-square of 13.71 is significant beyond the .001 level. It was concluded that this item differentiates among teachers on the basis of rated effectiveness. Table XLII shows these results.

Discussion. Item Forty was classified as an environmental problem. It was believed that an effective teacher can adjust his tea-

ching methods to the group that he is teaching, in level and in language, as well as in method. There is no special training program for northern teachers and they are expected to be able to adjust to the requirements of northern teaching. The responses to this item show that the more effective teachers found this adjustment less of a problem than did the less effective teachers.

TABLE XLI

SCHOOL SUPPLIES ARE INADEQUATE*

	Group A		Group B	
	f	%	f	%
no problem	25	100	20	80
some problem	0	0	5	20

*Chi-square of 3.56 is not significant at the .05 level.

TABLE XLII

TEACHERS TEND TO TEACH WITH METHODS THEY USED IN THE SOUTH
RATHER THAN MODIFYING THEM TO NORTHERN REQUIREMENTS*

	Group A		Group B	
	f	%	f	%
no problem	24	96	11	44
some problem	1	4	14	56

*Chi-square of 13.71 is significant at the .001 level.

II. TESTING THE HYPOTHESES

This study was concerned with the examination of teacher perception of problems related to the teacher's rated effectiveness. Chi-square tests were performed to determine whether the perception of suggested problems differentiated among teachers on the basis of rated effectiveness.

Testing Hypothesis One.

The hypothesis that each of the suggested problems on the problem perception inventory differentiates among teachers on the basis of rated effectiveness, has been examined in the previous section. In eleven of the forty items the null hypothesis, that perception of problems does not differentiate among teachers on the basis of rated effectiveness, was accepted, and the research hypothesis rejected. The .05 level of significance was chosen as the minimum level acceptable.

Twenty-nine of the forty items showed significance at the .05 level, or better. That is, 72.5 per cent of the suggested items differentiate among teachers on the basis of rated effectiveness.

Testing Hypothesis Two.

In order to test the hypothesis that the perception of cultural problems, as measured by the cultural problem perception inventory in the Teacher Questionnaire, is contingent upon the rated effectiveness of the teachers, a 2 x 2 contingency table was constructed.

The same dichotomy of Group A and Group B teachers was used and related to those teachers scoring above or below the mean on the cultural problem perception inventory, which was 20.26.

Table XLIII shows that 60 per cent of the teachers in Group A scored above the mean of the cultural problem perception inventory while 32 per cent of the teachers in Group B scored above the mean. A chi-square of 3.94 is significant at the .05 level and indicates that the perception of cultural problems differentiates among teachers on the basis of rated effectiveness.

TABLE XLIII

CULTURAL PROBLEM PERCEPTION*

	Group A		Group B	
	f	%	f	%
Above mean	15	60	8	32
Below mean	10	40	17	68

*Chi-square of 3.94 is significant at the .05 level.

Testing Hypothesis Three

The hypothesis that the perception of environmental problems differentiates among teachers on the basis of rated effectiveness was tested in a manner similar to that of Hypothesis Two. Table XLIV illustrates

that 76 per cent of the teachers in Group A and 40 per cent of the teachers in Group B scored above the mean of 22.74 on the environmental problem perception inventory. The chi-square of 6.65 indicates that the perception of environmental problems differentiates among teachers on the basis of rated effectiveness.

TABLE XLIV
ENVIRONMENTAL PROBLEM PERCEPTION*

	Group A		Group B	
	f	%	f	%
Above mean	19	76	10	40
Below mean	6	24	15	60

*Chi-square of 6.65 is significant at the .01 level.

Testing Hypothesis Four

The hypothesis that the perception of motivational problems differentiates among teachers on the basis of rated effectiveness was also tested with a chi-square on the two groups, A and B, and the frequency of teachers scoring above or below the mean. Table XLV shows that 76 per cent of the teachers in Group A and 32 per cent of the teachers in Group B scored above the mean of 19.34 on the motivational problem perception inventory. A chi-square of 9.74 indicates that the

perception of motivational problems differentiates among teachers on the basis of rated effectiveness.

TABLE XLV

MOTIVATIONAL PROBLEM PERCEPTION*

	Group A		Group B	
	f	%	f	%
Above mean	19	76	8	32
Below mean	6	24	17	68

*Chi-square of 9.74 is significant at the .01 level.

Testing Hypothesis Five.

The hypothesis that the perception of personal problems differentiates among teachers on the basis of rated effectiveness was tested in a similar manner. The two Groups, A and B, were divided according to the teachers' scores above or below the mean of 20.66. Table XLVI shows that 72 per cent of the teachers in Group A and 40 per cent of the teachers in Group B scored above the mean on the personal problem perception inventory. A chi-square of 5.19 is significant at the .05 level and indicates that the perception of personal problems differentiates among teachers on the basis of rated effectiveness.

TABLE XLVI

PERSONAL PROBLEM PERCEPTION*

	Group A		Group B	
	f	%	f	%
Above mean	18	72	10	40
Below mean	7	28	15	60

*Chi-square of 5.19 is significant at the .05 level.

III. DISCUSSION

It was indicated in the findings that the perception of problems does differentiate among teachers on the basis of rated effectiveness.

The items in the problem perception inventory were suggested problems and it was not believed that these were the only problems that may confront a northern teacher. However, the findings indicate that 72.5 per cent of the items are perceived significantly differently by the more effective and the less effective teachers at the .05 level or beyond.

A few of the items did not contribute to the study, such as No. 5 which suggested that the local clergy interfere in education. This differentiated among the two groups of teachers at the .98 level. Item No. 13 suggested that other organisations interfered in education.

No teacher in either group considered this a problem.

The problem area that differentiated most sharply between the two groups of teachers was the perception of motivational problems with a chi-square of 9.74. This result might have been anticipated since teachers better able to motivate their pupils are generally considered to be more effective teachers.

The perception of cultural problems by the two groups was least contingent upon rated effectiveness and produced a chi-square of 3.94. This is only just significant at the .05 level. There may be cultural differences among northern communities similar to the cultural differences among southern communities. It is possible that the perception of cultural problems by the teachers in these northern communities is more closely related to factors other than effectiveness, such as length of service in the north. It is also possible that cultural differences are being minimized as the Eskimos become accustomed to the "white man's ways."

The perception of personal problems and environmental problems differentiated between the two groups of teachers at the .05 and the .01 levels of significance, respectively. It was concluded that personal and environmental problems influence the effectiveness of a teacher. A teacher's inability to cope with the northern environment may destroy his competence as a teacher. Similarly, his personal problems may have an adverse effect.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

This chapter consists of a summary of the study, some conclusions that were drawn from the findings, and further implications arising from an investigation of this type.

I. SUMMARY

The Problem

The main problem of this study was to determine if a relationship exists between the effectiveness of a northern teacher and his perception of problems that may be found in a northern community.

The problem areas that were examined were: cultural, environmental, motivational, and personal. It was believed that the teacher's perception of suggested problems may be one measure of the effect the problems have upon him. The effectiveness of the teachers was obtained from ratings by their superiors.

The Procedure

The Teacher Questionnaire (Appendix B) contained forty items, each of which suggested a problem to the teacher. The forty items were classified during a pilot study with graduate students, as ten cultural problems, ten environmental problems, ten motivational problems, and ten personal problems. A questionnaire was sent to each teacher in the sample

of fifty, who was asked to identify the extent to which he considered each problem to be serious. One hundred and twenty-five questionnaires were mailed and fifty had been received by the end of May, 1966.

The teacher effectiveness Rating Scale was designed for superintendents and principals to rate their teachers. The superintendents and principals were known to be familiar with the teachers they were asked to rate. The sample consisted of teachers employed by the Department of Northern Affairs and National Resources in schools in the Northwest Territories and Northern Quebec.

When the replies from the teachers were received, the forty suggested items were scored giving 3, 2, 1, and 0, points for no problem, some problem significant problem, and serious problem. The questionnaires were coded and the information transferred to IBM punch cards.

The teacher rating scales were also coded and matched with the teacher's questionnaire. The teachers were divided into two groups, A and B, as more effective and less effective, on the basis of scores on the rating scale.

All responses were treated in the strictest confidence in this study.

Findings

The findings of this study indicate that the perception of suggested problems by the teachers is contingent upon the rated effectiveness

of the teachers, as follows:

1. Twenty-nine of the forty items (72.5%) suggesting problems in the Teacher Questionnaire differentiated among teachers on the basis of rated effectiveness at the .05 level of significance, or better.

2. The teachers' perception of cultural problems was contingent upon rated effectiveness at the .05 level of significance.

3. The teachers' perception of environmental problems was contingent upon rated effectiveness at the .01 level of significance.

4. The teachers' perception of motivational problems was contingent upon rated effectiveness at the .01 level of significance.

5. The teachers' perception of personal problems was contingent upon rated effectiveness at the .05 level of significance.

Chi-square tests for significance were used in each of the above.

II. CONCLUSIONS

Several conclusions may be drawn from this study:

1. There are problems involved in northern teaching.

2. The teachers' perceptions of the importance of these problems are related to the effectiveness of the teachers. It is not suggested that the problems examined are the only problems that may exist,

but they may well be representative of problems arising from cultural, environmental, motivational, and personal differences.

3. It was indicated in the study that not all of the problems suggested were considered significantly differently by either Group A or Group B teachers. It may be concluded that:

(a) the item suggested as a problem did not constitute a real problem to most teachers.

(b) the item suggested as a problem did constitute a real problem to most teachers.

(c) there were other factors which influenced the teacher's perception of that problem.

4. The more effective teachers do not find the problems of northern living and teaching as serious as do the less effective teachers.

III. IMPLICATIONS

The findings of this study appear to have implications for further research and northern administration. A few of these implications are outlined in this concluding section.

Implications for Further Research

Little research has been conducted in the field of teacher effectiveness as related to teacher perception of problems involved in teaching and the teaching profession. Most studies have related teacher effectiveness to pupil achievement, or to teacher behavior in the classroom.

This study contains the implication that the relationship between teacher effectiveness and teacher perception of problems may be of value. Although this may be "third force" psychology, which is a little known field, the need for greater understanding of human thought processes and feelings cannot be disputed.

Teacher effectiveness has often been related to the teacher's ability to motivate his pupils. However, the problems and processes involved in motivation have been largely neglected. It is implied by this study that further research in the area of pupil motivation is desirable for the assistance of all teachers and educators.

It may be implied from the findings of this study that the four problem areas, cultural, environmental, motivational, and personal, that were examined, may be representative of more diverse problem areas. It is suggested that further research is called for in these, and other, problem areas.

The forty suggested problem items used in this study only represent a few of the problems that may confront a teacher. It is implied that a revised and modified form of the questionnaire could be used for teachers of Indians, and other races, in researches to determine ways to improve teacher training and education.

Implications for Northern Administration

Educational administrators are unable to spend much time in each settlement that they visit. An understanding of the problems that affect

a northern teacher may be of assistance to them during their visits. It may be implied, from this study, that a better awareness of the problems affecting northern teachers may lead to more careful selection of teachers by the selecting committee. A revision and modification of the questionnaire may be of assistance in selection.

It is implied that knowledge of existing conditions and problems could pre-arm teachers intending to teach in the north.

It is further implied that northern administration could improve some of the existing conditions that present problems to northern teachers.

It is hoped that, apart from the significance of the results of this study, further research will be carried out in related fields. Although there seem to be special problems connected with northern teaching, it becomes apparent that there are similar problems in any school community. The goals of better teachers and better teaching conditions can only be reached if there is a concerted effort on the part of educators to find out the underlying causes of discontent and the barriers to effective communication between teachers and pupils.

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E. INTERVIEWS

- Booth, W.G., Regional Superintendent of Schools, Department of Northern Affairs and National Resources.
- Devitt, W.G., District Superintendent of Schools, Department of Northern Affairs and National Resources.
- Gue, L., Superintendent of Schools, Northland School Division, Province of Alberta.

1. Introduction

The purpose of this study is to investigate the effects of the proposed system on the performance of the system. The study is divided into two main parts: a theoretical analysis and an experimental evaluation. The theoretical analysis is based on the principles of the system and the experimental evaluation is based on the results of the experiments.

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APPENDIX A

The purpose of this appendix is to provide additional information on the system. The appendix is divided into two main parts: a theoretical analysis and an experimental evaluation. The theoretical analysis is based on the principles of the system and the experimental evaluation is based on the results of the experiments.

The theoretical analysis is based on the principles of the system and the experimental evaluation is based on the results of the experiments. The theoretical analysis is based on the principles of the system and the experimental evaluation is based on the results of the experiments.

To Principals and Superintendents

You are asked to complete the enclosed Teacher Effectiveness Rating Scale for each of the teachers named. This is part of an effort to determine the overall effectiveness of northern teachers.

The information will be treated in a strictly confidential manner. As soon as the response is received the results will be coded and the sheet destroyed.

Please circle the number in each item that you consider best describes the teacher in that item.

It is important that the teacher be considered only in the school and in the settlement where he/she is performing his/her duties.

Thankyou for your co-operation. Self-addressed envelopes are enclosed. It would be appreciated if you could find the time to return the completed scales as promptly as possible. Perhaps you would also encourage your staff to complete the questionnaires being sent to them as promptly as possible.

John A. Bacon.

TEACHER EFFECTIVENESS RATING SCALE

Name of Teacher _____ School _____

Pupil Attitude:

1. Apathetic	1	2	3	4	Alert
2. Uncertain	1	2	3	4	Confident
3. Unhappy	1	2	3	4	Happy

Teacher Qualities:

1. Contact with Pupils: Poor	1	2	3	4	Good
2. Control of Class: Poor	1	2	3	4	Good
3. Keeping of Records: Poor	1	2	3	4	Good
4. Preparation of Lessons: Poor	1	2	3	4	Good
5. Presentation of Lessons: Poor	1	2	3	4	Good
6. Immature	1	2	3	4	Mature
7. Apathetic	1	2	3	4	Alert
8. Inflexible	1	2	3	4	Adaptable
9. Unco-operative	1	2	3	4	Co-operative
10. Indecisive	1	2	3	4	Decisive

General Assessment:

Unsuitable - Fair - Good - Excellent

APPENDIX B

TEACHER QUESTIONNAIRE

This questionnaire was designed in an effort to determine the overall feelings of northern teachers about general working and social conditions in their settlements and where there may be room for improvements. All information will be treated in a strictly confidential manner. As soon as the replies have been tabulated the questionnaires will be destroyed. There will be no connection between your name and your responses. If you wish to receive a copy of the results, please indicate _____.

Name _____

GENERAL INFORMATION

1. Name of School _____
2. Address of School _____
3. Grades in your classroom _____
4. Grades in whole school _____
5. Classrooms in whole school _____
6. Number of pupils in your classroom. Boys _____ Average Age _____
Girls _____ Average Age _____
7. Number of pupils in whole school _____
8. Attendance from your Daily Register in September 1965 _____%
December 1965 _____%
9. Does attendance drop considerably at any time during the school year? _____
10. If YES to No. 9, for what apparent reasons? _____

11. In which subjects do you find your pupils most successful? _____
 _____, most unsuccessful? _____
12. Please give any apparent reason for No. 11 _____

13. How many visits did you receive from the Superintendent last year? ____
14. What assistance, if any, would you like to receive from supervisory persons that is not presently provided? _____

15. Do you think the present educational programme is satisfactory? ____
16. What improvements, if any, do you think should be made? _____

17. Are you satisfied with your housing this year? _____
18. What improvements, if any, do you think should be made? _____

19. Following are some of the problems most frequently mentioned by northern teachers. Please indicate by circling one category in each item, the extent to which you consider the problem important:

no - no problem
 some - some problem
 sig - significant problem
 ser - serious problem

- | | |
|---|-----------------------|
| 1. Parents are indifferent to school | no - some - sig - ser |
| 2. Pupils are indifferent to school | no - some - sig - ser |
| 3. Differing moral standards of the local people | no - some - sig - ser |
| 4. Health practices of local people differ from teachers' standards | no - some - sig - ser |
| 5. Local clergy interfere in education | no - some - sig - ser |
| 6. Northern Administration plays too large a part in education | no - some - sig - ser |

7. Teachers are often unable to repair minor breakdowns in lighting, plumbing, etc.	no - some - sig - ser
8. Many teachers are unable to adapt to the northern environment	no - some - sig - ser
9. Eskimos lack a competitive spirit	no - some - sig - ser
10. The curriculum is not oriented to local needs	no - some - sig - ser
11. Some personal habits of the local people and children are revolting	no - some - sig - ser
12. Eskimo parents are too permissive in bringing up their children	no - some - sig - ser
13. Interference in education by organizations having no responsibility for education	no - some - sig - ser
14. Apathy of local people caused by reliance on welfare allowances	no - some - sig - ser
15. Teachers feel that supervision is inadequate	no - some - sig - ser
16. Teachers feel isolation too strongly	no - some - sig - ser
17. Curriculum does not consider local occupational opportunities	no - some - sig - ser
18. Pupils generally have poor work habits	no - some - sig - ser
19. Eskimo pupils have low intellectual ability	no - some - sig - ser
20. Language barriers	no - some - sig - ser
21. Some teachers lack a good sense of humour	no - some - sig - ser
22. Some teachers lack patience and understanding when dealing with the local people	no - some - sig - ser
23. Housing and school buildings are inadequate	no - some - sig - ser
24. Lack of facilities and entertainments of the south	no - some - sig - ser
25. Pupils appear to lack any incentive to do well in school	no - some - sig - ser

- | | |
|--|-----------------------|
| 26. Local people do not understand the value of education | no - some - sig - ser |
| 27. Too much emphasis placed on hunting and fishing by the local people | no - some - sig - ser |
| 28. Eskimos resent compulsory education because they wish to preserve their culture | no - some - sig - ser |
| 29. Many teachers derive little sense of accomplishment from teaching Eskimos | no - some - sig - ser |
| 30. Special training for northern teaching is inadequate | no - some - sig - ser |
| 31. Poor co-operation among teachers | no - some - sig - ser |
| 32. Poor co-operation between teachers and the local people | no - some - sig - ser |
| 33. Older brothers and sisters often have a bad influence upon pupils in school | no - some - sig - ser |
| 34. Some teachers are indifferent to teaching Eskimos | no - some - sig - ser |
| 35. Eskimos have little respect for property | no - some - sig - ser |
| 36. Eskimos are improvident and lacking in foresight | no - some - sig - ser |
| 37. Educational programme is not in accord with pupils' background knowledge. cows, cars, cabbages, etc. | no - some - sig - ser |
| 38. Pupils have had weak preparation in earlier grades | no - some - sig - ser |
| 39. School supplies are inadequate | no - some - sig - ser |
| 40. Teachers tend to teach with methods they used in the south rather than modifying them to northern requirements | no - some - sig - ser |
-

PERSONAL INFORMATION

20. Your elementary education was taken in: rural school ()
 village school ()
 (Please check all that apply) town school ()
 city school ()
 correspondence ()
21. Your secondary education was taken in: rural school ()
 village school ()
 town school ()
 city school ()
 correspondence ()
22. How many years' teaching experience have you? _____
23. Where did you take your teacher training? _____
24. Have you attended University? _____ Where? _____
25. Do you hold a degree (s) ? _____
26. What teaching certification or authorization do you now hold? _____

27. Have you any courses toward a degree? _____ How many? _____
28. What special training, if any, do you think a northern teacher
 should receive? _____
29. What are some of your reasons for deciding to teach in the north?

30. Do you expect to return to this school next year? _____
 If NO, do you expect to teach in another northern school? _____
 If NO, please check reason (s) Leaving the north ()
 Teaching in the south ()
 Leaving teaching ()
 Attending University ()
 Personal reasons ()
- Other reasons _____

31. What is your age? _____ Male _____ Female _____

Married () Is your spouse with you? _____

Single () Number of children _____

Widowed ()

Separated ()

Divorced ()

Religion _____

Nationality _____

Province or country or origin _____

Are you a naturalised Canadian? _____

Your co-operation is appreciated. It is hoped that you will
reply as soon as possible. The results of this questionnaire may have
some influence.

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